

# About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2012 Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

## School Results

**School:** Harrison Lyseth Elem School

**District:** Portland Public Schools

**Code:** 1134-1351



# Fall 2012 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2012-2013

### Grade Level Summary Report

School: Harrison Lyseth Elem School  
 District: Portland Public Schools  
 State: Maine  
 Code: 1134-1351

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	95			518			13,323			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	92	93		492	495		13,017	13,022		97	98		95	96		98	98	
With an approved accommodation	24	25		126	131		2,712	2,731		26	27		26	26		21	21	
Current LEP Students	14	15		118	123		367	378		15	16		24	25		3	3	
With an approved accommodation	7	8		61	67		186	200		50	53		52	54		51	53	
IEP Students	18	18		72	72		2,068	2,071		20	19		15	15		16	16	
With an approved accommodation	17	17		54	54		1,705	1,703		94	94		75	75		82	82	
Students not tested in NECAP	3	2		26	23		306	301		3	2		5	4		2	2	
State Approved	2	1		16	13		248	236		67	50		62	57		81	78	
Alternate Assessment	1	1		10	10		218	211		50	100		63	77		88	89	
First Year LEP	1	0		4	0		7	0		50	0		25	0		3	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	0	0		2	3		23	25		0	0		13	23		9	11	
Other	1	1		10	10		58	65		33	50		38	43		19	22	

## NECAP RESULTS

	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	95	2	1	92	17	18	42	46	21	23	12	13	445	492	21	42	20	17	444	13,017	17	52	20	11	445
MATH	95	1	1	93	22	24	32	34	22	24	17	18	443	495	22	37	21	21	443	13,022	20	46	20	15	444
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2012 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2012-2013

### Reading Results

**School:** Harrison Lyseth Elem School  
**District:** Portland Public Schools  
**State:** Maine  
**Code:** 1134-1351

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 456–480)

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 440–455)

#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

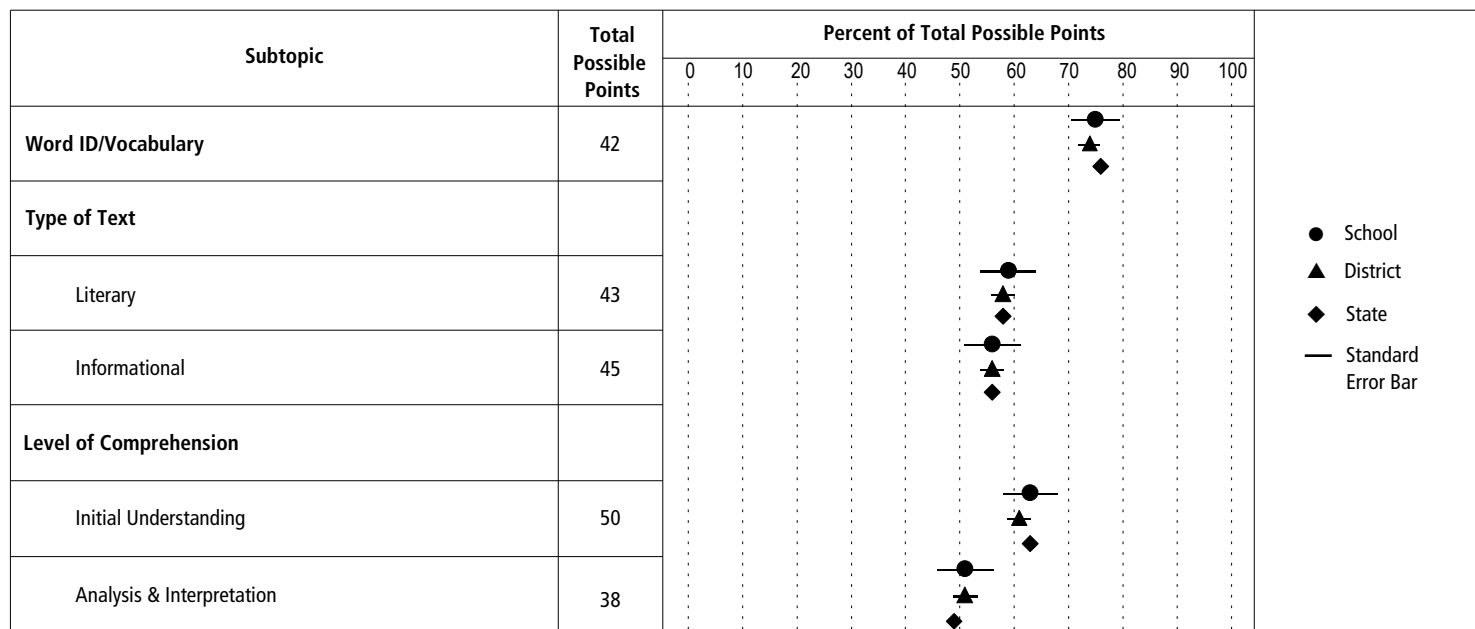
(Scaled Score 431–439)

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2010-11	85	6	1	78	21	27	44	56	13	17	0	0	449
2011-12	74	1	0	73	15	21	38	52	17	23	3	4	447
<b>2012-13</b>	<b>95</b>	<b>2</b>	<b>1</b>	<b>92</b>	<b>17</b>	<b>18</b>	<b>42</b>	<b>46</b>	<b>21</b>	<b>23</b>	<b>12</b>	<b>13</b>	<b>445</b>
Cumulative Total	254	9	2	243	53	22	124	51	51	21	15	6	447
<b>District</b>													
2010-11	505	31	7	467	84	18	203	43	106	23	74	16	443
2011-12	508	17	6	485	103	21	209	43	95	20	78	16	444
<b>2012-13</b>	<b>518</b>	<b>16</b>	<b>10</b>	<b>492</b>	<b>104</b>	<b>21</b>	<b>207</b>	<b>42</b>	<b>99</b>	<b>20</b>	<b>82</b>	<b>17</b>	<b>444</b>
Cumulative Total	1,531	64	23	1,444	291	20	619	43	300	21	234	16	444
<b>State</b>													
2010-11	13,730	266	89	13,375	2,347	18	6,660	50	2,903	22	1,465	11	445
2011-12	13,407	237	67	13,103	2,417	18	6,853	52	2,509	19	1,324	10	445
<b>2012-13</b>	<b>13,323</b>	<b>248</b>	<b>58</b>	<b>13,017</b>	<b>2,153</b>	<b>17</b>	<b>6,807</b>	<b>52</b>	<b>2,622</b>	<b>20</b>	<b>1,435</b>	<b>11</b>	<b>445</b>
Cumulative Total	40,460	751	214	39,495	6,917	18	20,320	51	8,034	20	4,224	11	445





# Fall 2012 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2012-2013

### Disaggregated Reading Results

School: Harrison Lyseth Elem School  
 District: Portland Public Schools  
 State: Maine  
 Code: 1134-1351

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	95	2	1	92	17	18	42	46	21	23	12	13	445	492	21	42	20	17	444	13,017	17	52	20	11	445
Gender																									
Male	53	1	0	52	10	19	23	44	13	25	6	12	445	236	17	42	22	19	443	6,715	13	51	22	14	443
Female	42	1	1	40	7	18	19	48	8	20	6	15	444	256	25	43	18	14	446	6,302	20	53	18	8	447
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	5	0	0	5										25	4	36	24	36	436	238	11	49	28	12	443
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						105	6	54	25	15	441
Asian	4	0	0	4										29	24	34	34	7	445	197	31	46	17	6	449
Black or African American	10	0	0	10	1	10	4	40	3	30	2	20	439	96	8	30	26	35	436	375	5	38	25	32	436
Native Hawaiian or Pacific Islander	0	0	0	0										1						17	35	41	24	0	450
White	70	2	1	67	13	19	32	48	13	19	9	13	445	321	27	46	16	11	448	11,908	17	53	20	10	445
Two or more races	6	0	0	6										20	10	50	30	10	441	177	15	51	21	12	444
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	15	1	0	14	2	14	4	29	4	29	4	29	440	118	8	25	28	39	435	367	7	31	30	33	435
Former LEP student - monitoring year 1	1	0	0	1										4						13	54	46	0	0	455
Former LEP student - monitoring year 2	0	0	0	0										0						17	35	35	18	12	450
All Other Students	79	1	1	77	15	19	37	48	17	22	8	10	445	370	25	48	18	10	447	12,620	17	53	20	10	445
IEP																									
Students with an IEP	20	1	1	18	0	0	3	17	8	44	7	39	430	72	6	21	32	42	432	2,068	2	24	32	42	432
All Other Students	75	1	0	74	17	23	39	53	13	18	5	7	448	420	24	46	18	12	446	10,949	19	58	18	5	447
SES																									
Economically Disadvantaged Students	34	1	1	32	3	9	11	34	10	31	8	25	438	261	10	37	27	26	439	6,493	9	49	26	16	441
All Other Students	61	1	0	60	14	23	31	52	11	18	4	7	448	231	33	48	13	6	451	6,524	24	56	15	6	449
Migrant																									
Migrant Students	0	0	0	0										0						8					
All Other Students	95	2	1	92	17	18	42	46	21	23	12	13	445	492	21	42	20	17	444	13,009	17	52	20	11	445
Title I																									
Students Receiving Title I Services	4	0	1	3										213	19	39	22	20	442	3,932	8	45	30	16	441
All Other Students	91	2	0	89	16	18	41	46	20	22	12	13	444	279	23	44	19	14	446	9,085	20	55	16	9	447
504 Plan																									
Students with a 504 Plan	4	0	0	4										7						285	13	59	19	9	445
All Other Students	91	2	1	88	17	19	41	47	18	20	12	14	445	485	21	42	20	17	444	12,732	17	52	20	11	445

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2012 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2012-2013

# Mathematics Results

**School:** Harrison Lyseth Elem School  
**District:** Portland Public Schools  
**State:** Maine  
**Code:** 1134-1351

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 455–480)

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 440–454)

### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

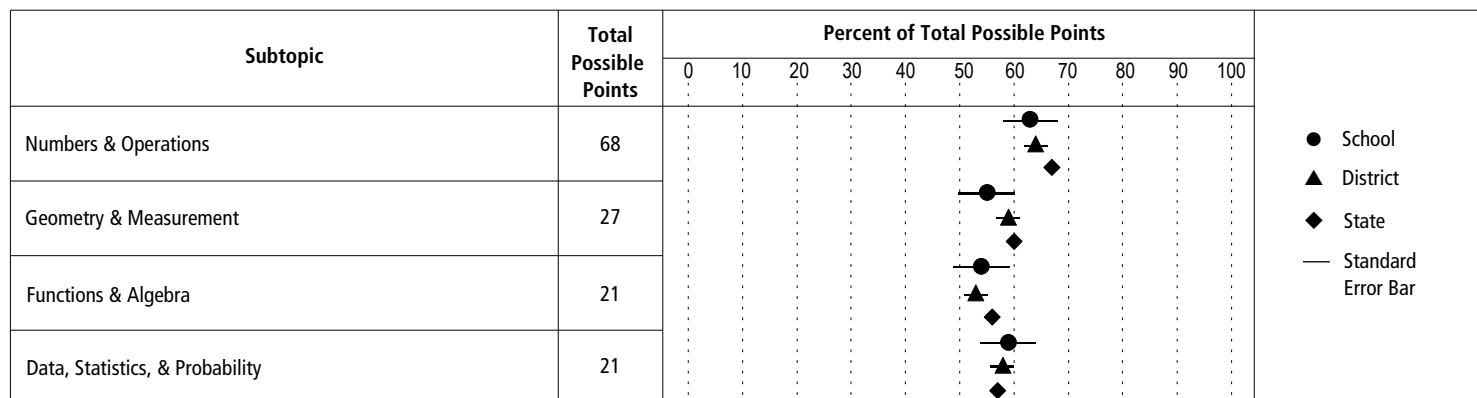
(Scaled Score 431–439)

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2010-11	85	5	1	79	13	16	39	49	18	23	9	11	444
2011-12	74	1	0	73	24	33	24	33	15	21	10	14	447
<b>2012-13</b>	<b>95</b>	<b>1</b>	<b>1</b>	<b>93</b>	<b>22</b>	<b>24</b>	<b>32</b>	<b>34</b>	<b>22</b>	<b>24</b>	<b>17</b>	<b>18</b>	<b>443</b>
Cumulative Total	254	7	2	245	59	24	95	39	55	22	36	15	445
<b>District</b>													
2010-11	505	13	7	485	61	13	179	37	125	26	120	25	440
2011-12	508	14	9	485	90	19	182	38	100	21	113	23	442
<b>2012-13</b>	<b>518</b>	<b>13</b>	<b>10</b>	<b>495</b>	<b>109</b>	<b>22</b>	<b>181</b>	<b>37</b>	<b>103</b>	<b>21</b>	<b>102</b>	<b>21</b>	<b>443</b>
Cumulative Total	1,531	40	26	1,465	260	18	542	37	328	22	335	23	442
<b>State</b>													
2010-11	13,730	220	94	13,416	2,032	15	6,041	45	3,241	24	2,102	16	443
2011-12	13,407	215	77	13,115	2,497	19	6,105	47	2,644	20	1,869	14	444
<b>2012-13</b>	<b>13,323</b>	<b>236</b>	<b>65</b>	<b>13,022</b>	<b>2,541</b>	<b>20</b>	<b>5,944</b>	<b>46</b>	<b>2,639</b>	<b>20</b>	<b>1,898</b>	<b>15</b>	<b>444</b>
Cumulative Total	40,460	671	236	39,553	7,070	18	18,090	46	8,524	22	5,869	15	444





# Fall 2012 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2012-2013

### Disaggregated Mathematics Results

School: Harrison Lyseth Elem School  
 District: Portland Public Schools  
 State: Maine  
 Code: 1134-1351

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	95	1	1	93	22	24	32	34	22	24	17	18	443	495	22	37	21	21	443	13,022	20	46	20	15	444
Gender																									
Male	53	0	0	53	14	26	21	40	10	19	8	15	445	239	21	41	18	20	443	6,722	20	45	20	15	444
Female	42	1	1	40	8	20	11	28	12	30	9	23	441	256	23	32	23	21	443	6,300	19	46	21	14	444
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	5	0	0	5										25	12	16	40	32	436	239	13	39	28	20	441
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						105	7	46	31	16	440
Asian	4	0	0	4										29	21	34	28	17	443	198	30	43	15	12	448
Black or African American	10	0	0	10	1	10	3	30	4	40	2	20	437	99	4	27	26	42	434	380	4	34	25	36	435
Native Hawaiian or Pacific Islander	0	0	0	0										1						17	18	53	12	18	445
White	70	1	1	68	18	26	24	35	14	21	12	18	445	321	30	41	16	13	447	11,907	20	46	20	14	444
Two or more races	6	0	0	6										20	5	45	30	20	439	176	17	44	23	16	443
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	15	0	0	15	2	13	4	27	5	33	4	27	438	123	5	23	28	44	433	378	6	29	26	38	435
Former LEP student - monitoring year 1	1	0	0	1										4						13	38	62	0	0	454
Former LEP student - monitoring year 2	0	0	0	0										0						17	29	41	18	12	448
All Other Students	79	1	1	77	20	26	27	35	17	22	13	17	444	368	27	41	18	13	446	12,614	20	46	20	14	444
IEP																									
Students with an IEP	20	1	1	18	0	0	1	6	6	33	11	61	426	72	1	11	32	56	430	2,071	4	23	27	45	432
All Other Students	75	0	0	75	22	29	31	41	16	21	6	8	447	423	26	41	19	15	446	10,951	22	50	19	9	446
SES																									
Economically Disadvantaged Students	34	0	1	33	2	6	10	30	11	33	10	30	437	264	9	33	27	32	438	6,497	11	42	25	22	440
All Other Students	61	1	0	60	20	33	22	37	11	18	7	12	447	231	37	41	14	8	449	6,525	28	49	15	7	448
Migrant																									
Migrant Students	0	0	0	0										0						8					
All Other Students	95	1	1	93	22	24	32	34	22	24	17	18	443	495	22	37	21	21	443	13,014	20	46	20	15	444
Title I																									
Students Receiving Title I Services	4	0	1	3										216	16	36	24	25	441	3,936	9	40	30	22	440
All Other Students	91	1	0	90	21	23	32	36	20	22	17	19	443	279	27	37	19	18	445	9,086	24	48	16	12	446
504 Plan																									
Students with a 504 Plan	4	0	0	4										7						284	13	51	23	13	443
All Other Students	91	1	1	89	22	25	32	36	20	22	15	17	444	488	22	37	21	20	443	12,738	20	46	20	15	444

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.